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A design to provide core-skill training to enable 500 nonprofessionals to assume entry-level civil service positions in police, health and welfare, inspections, and housing and relocation work involves three phases. In the first phase, to last four weeks, trainees learn basic job skills through such methods as role playing and job simulation and acquire an understanding of their change-agent roles in the particular agencies involved. In Phase 2, a four-week transitional period, trainees work half day on the job and participate in group discussion of work experiences and problems during the other half of the day. In the third phase, which could last up to two years, trainees work on the job four days a week and receive special training on the fifth day. Upgrading of necessary core skills, high school equivalency work, or advanced educational training might comprise this fifth day, or the time might be used in preparation for a shift to a different job in another agency. A training director, an associate director, four service trainers, and four to eight assistant trainers are trained (partly at a preservice training laboratory and partly inservice) in knowledge of tasks to be performed by nonprofessionals, learning styles of low-income populations, agency structure and tradition, and methodology and training design. Preservice training for trainees must be phased, however, to make optimum use of the number of trainers. (SG)

A DESIGN FOR LARGE SCALE TRAINING OF SUBPROFESSIONALS

Training Laboratory
of the
New Careers Development Center

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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At least 116,000 teacher and school aides are being employed currently through Title I of the Elementary and Secondary Education Act. A new amendment to Title I calls for the training of these aides.

With the Scheuer Work Training Program and the Concentrated Employment Program (CEP) beginning in over 20 cities throughout the United States, there is further evidence of the growing need for massive training. San Francisco alone has developed a proposal for careers and training for 3,000 people.

The prospect of large numbers of health aides being trained through medicare underscores the need for large, new training designs. No longer will small demonstration training projects suffice, although much can be learned from the ones that have already been fielded. We do not have a sufficient number of trainers to permit a high ratio of trainers to trainees. Thus we will need to multiply our training capability very rapidly. This requires simple designs built on the assumption of limited initial knowledge on the part of the trainer. It further requires the development of training materials that can easily be applied on a wide scale. Programmed materials, such as are being developed by Scientific Resources, Inc. to train nurses' aides to become licensed practical nurses, are particularly relevant for large scale training. (This project has been initiated by the State, County, and Municipal Employees Union, District 37, AFL-CIO, New York City.)

Large scale training designs must also include the following: involvement of the various agencies in which the nonprofessionals will be employed in developing training plans and job specifications for the new nonprofessional workers; the recruitment or

liaison personnel and training personnel from these agencies where possible; the recruitment of a large number of full-time assistant trainers, a smaller number of senior trainers and the selective use of "moonlighter" part-time trainers and consultants for special tasks (e.g. literacy training); back-up and trouble-shooting support from large training laboratories (such as the New Jersey Community Training Center and the NYC New Careers Development Center Training Laboratory).

It should be noted that it is possible to develop training designs, without necessarily knowing the specific tasks to which the aides will be trained. This is particularly true in the human services where certain generic training is relevant. However, the goals of the training, particularly in relation to the Scheuer Sub Professional Career Act, are very pertinent to consider in developing training plans. For example, a major goal is to develop the possibility for the trainee to become a permanent part of the agency and to move up within the agency system. This requires that the trainee understand the agency structure, its norms and traditions, and the ways in which he will be contributing to and changing some of the patterns of service delivery. But, he is an agent of change of a special type, functioning within the system and toward his own career development. He must win himself into the agency and win the agency to the idea of new careers. This makes it mandatory

that he not come in attempting to show the inadequacy of the agency, representing himself as the sole repository of information on how to work with the poor. Nevertheless, he is concerned with developing many changes in the agency, including greater participation of nonprofessionals, better developed teams of non-professionals and professionals and his training should help him to acquire appropriate attitudes and skills to achieve these ends.

A Design for Five Hundred Aides

The following model represents a proposal for training five hundred nonprofessionals to be employed in four agencies under the Scheuer Work Training Amendment to the Economic Opportunity Act. The nonprofessionals are to be employed for a period of up to two years in four departments: police, health and welfare, inspections, housing and relocation.

The aim of the program is to prepare the trainee within these two years, to be eligible for the entry level civil service positions in these areas, e.g. social worker assistant. (The trainee may, prior to the two years, complete the requisite training to become eligible for these positions.) It is further intended that the training and education that the trainee receives enable him to qualify for a great variety of jobs, both in the public and private sectors. The objective, therefore, is to provide certain core skills in communication, record keeping, human relations, system know-how, etc.

PHASED TRAINING

Phase One: Four Week Pre-Job Period

In Phase One, the trainees are to be trained in a short per pre-service period of four weeks in order to be able to perform certain elementary tasks, on the job, on day one.* Two or three such tasks are to be selected after careful consultation with the agency in which the trainee is to be placed. The trainees will be trained largely through role playing and job simulation to master these entry tasks. The aim is to insure that the trainee be able to perform certain functions directly useful to the agency on the first day on which he appears on the job. Thus, he will be immediately valuable to the agency and his own feelings of competency will be enhanced.

The remainder of this brief pre-service period is directed toward aiding the trainee to learn the necessary administrative matters related to his job, and helping him to acquire a broad picture of the agency, its traditions, rules and structure.

The trainee should also be assisted to understand that in order to win his way into the agency he must be helpful to his supervisors, and show that he is not coming there as a critic of the system with a chip on his shoulder. It can be indicated, however, that in the long run, his involvement with the agency will help to improve the character and pattern of service and that he is playing an important change-agent role, although

*During the selection phase, the trainee will be acquainted with the job possibilities in the four agencies and will be assisted in making a choice of agencies. However, he may change his decision at a later point (see below).

initially he has to get his foot in the door, so to speak.

During the selection phase,

Phase Two: A Short Transition

A short transition period is recommended during which the trainee will work on the job for one half day every day for four more weeks. In the half day in which he is not working, careful discussion of his on-the-job experiences and problems can take place.

Phase Three: The Training Day

It is proposed that the trainee in addition to receiving daily supervision on the job, receive special training for one fifth of the week, or up to two years. It is in this period that he will be assisted to improve his initial skills,* and to acquire the necessary core skills required for his upgrading: literacy, record-keeping, organizational procedures, agency knowledge and know-how, etc. He may also acquire his high school equivalency.

Advanced educational training is to be provided, in part, on the job site by having instructors from junior colleges and community colleges teach courses in the eight hours off the job. A plan will be developed with the colleges to provide course credit for this on-the-job training. (See the college proficiency examination program established by the New York State Board of Regents to determine credit allocation for off-campusor out of course learning.) This new OJT approach will allow for genuine

*It is during this period that the trainee may decide that he wishes to shift to a different job offered in one of the other agencies. He can use his "training day" to acquire the entry skills for the new position and make arrangements for the shift if openings are available.

career development for the trainee while employed on a full time basis at a salary of no less than $3600 per year.

Training the Trainers

There is to be a Training Director for the entire project, an Associate Director, four Senior Trainers, one each to be recruited from the agencies in which the nonprofessionals will be employed and four to eight Assistant Trainers recruited from outside of the agencies.

Since most of the training will take place in the one day off for training during the on-the-job period, it is possible to divide the group of five hundred into one hundred per day, and thus use the basic training staff of eight to twelve members for each one hundred trainees, or two or three trainers per each unit of twenty-five trainees. In order to follow this design, however, the pre-service period must be phased in so that all five hundred trainees are not hired simultaneously. If they were to be hired simultaneously, the pre-temporary service period would either require an additional training staff complement (temporary moonlighting) or a much higher ratio of trainer to trainee.

A good deal of the training of the trainers can take place simultaneously with the training of the nonprofessional, on the job itself, but a portion of it may be offered at special training laboratories.*

*The NYU New Careers Development Center Training Laboratory will provide a Master Trainer and an Assistant Trainer to furnish in-the-field assistance and demonstration training for the five hundred trainees and their trainers. It will also offer specialized training for the trainers at the Training Laboratory.

The trainers' pre-job training should consist of the following -- knowledge of the tasks to be performed by the nonprofessionals, and in particular, their phasing; some knowledge about the learning styles or ways of learning of low-income populations who have not had adequate schooling; knowledge of the agency structure and traditions in which the nonprofessional is to be employed; some knowledge of training methodology and the training design to be utilized (part of this can be contributed by the training staff itself); knowledge of how to utilize the support and backup from an advanced training laboratory.

Attention should be given to preparing trainers to deal with specific nonprofessional issues such as:-

The ways in which the nonprofessional perceives the professional --
- competitively
- as a foreman
- distant from the poor
- possessed of magical powers
- over-identification with professional

The nonprofessional's uneven development.
Deficiencies in the areas of...
- record keeping
- literacy
- "system" know-how
- in other areas he may possess excellent understanding

The significance of the buffer role (the Assistant Trainer standing midway between the nonprofessional and the Trainer or other professional).

The ways in which the professional can learn from the non-professional (cross-socialization).

The role of the nonprofessional as a change agent in the system.

The marginality and ambiguity of the nonprofessional role.

It is going to be necessary to use training designs which allow for the confrontation of the nonprofessional and the professional with full open discussion of the difficulties they have with each other or anticipate having with each other. Trainers need to be prepared to handle these potential cleavages and issues in order to work toward the full development of the nonprofessional-professional team.

Summary

A three-phase training design for the rapid training of a large number of nonprofessionals has been presented. It is suggested that much of the training of the training staff can overlap the training of the nonprofessionals. The major recommendations are: the design must be simple and task oriented; a basic staff composed of a high proportion of Assistant Trainers should be utilized for continuity rather than many moonlighting Senior Trainers; supportive backup of an advanced Training Laboratory should be sought; close liaison with the agencies employing the nonprofessionals should be developed; core training is continuous in the third phase (on the Training Day), rather than being introduced in the short first phase preceeding the job itself.